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AUTHOR Kalangi, Christopher J.
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ABSTRACT

The specific objectives of the project described were to (1) design and develop a prototypic, modularized, performance-based course of instruction entitled "Introduction to Entrepreneurship" which would facilitate awareness and initiate exploration of entrepreneurship, and provide the necessary content framework and preliminary supportive resources to enable its introduction into ongoing vocational programs at the postsecondary level; and (2) prepare for and conduct an inservice teacher workshop designed to motivate vocational instructors to integrate the course into their present programs. Discussion of the project covers project objectives, products, budget, personnel, the advisory committee, and the accomplishment of deliverables. Emphasis is placed on the section on accomplishment of deliverables, which discusses (in separate sections) the prototypic course of instruction, the 3-week workshop (objectives, highlights, course implementation, and curriculum revision), and workshop evaluation. Approximately half of this report is comprised of appendixes which include the following: Lists of project personnel, members of the advisory committee, and consultants; a 10-page course outline for entrepreneurship which includes student and enabling objectives; evaluation forms for the teacher training workshop and the course; workshop agenda; questionnaire on the usefulness of an entrepreneurship course; and a summary of the workshop evaluation. (SH)

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THE DEVELOPMENT OF ENTREPRENEURS THROUGH VOCATIONAL EDUCATION

(Grant No, OEG-5-74-0144 Project No. F5006 VL)

Project Report

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Prepared by

Christopher J. Kalangi
Project Director

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

CE 011 791

THE CENTER MISSION STATEMENT

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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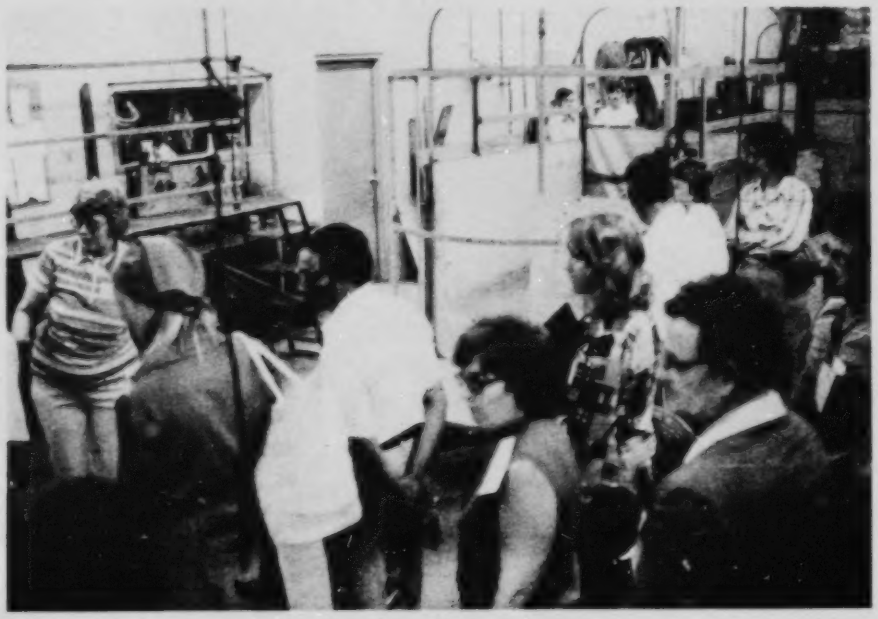
THE TEACHER TRAINING WORKSHOP INAUGURAL

Dr. Byrl R. Shoemaker, Director, Division of Vocational Education, Department of Education, The State of Ohio set a pace for high achievement with his Keynote Address.

Dr. Shelby L. Price, Deputy Director, The Center for Vocational Education, who presided over the inauguration of the Workshop congratulated the teachers on deciding to "pioneer" the teaching of entrepreneurship in their schools. Mr. Thomas Atkinson (left), Dr. Bernard Nye, Dr. Bruce Reinhart, Dr. Christopher Kalangi, and Ms. Cynthia Anderson listen.



Participants were "inspired" by their visit to Jhonston Trailers, a small, family owned business in Canal Winchester, Ohio. Mrs. Mosher, the daughter in the business conducted the tour.

Practicing entrepreneurs came in to discuss their own salient characteristics. Messrs. Joe Volpe, David Steinberger, James Kolls, Jack Bares and Larry Boyer (front row) ponder the similarities and differences in their and participants' lists.

Dr. William Henderson, a guest faculty member, stressed the importance of market analysis for a prospective entrepreneur.

The participants received some "feedback" on how much risk they took in the Ring Toss Game.

Mrs. Joyce Miller, a prospective entrepreneur demonstrated her product, the "Little Loom" and answered questions on her marketing strategy.

Mr. Robert Baker, a guest faculty member, shows the model of a "mountain cabin" to be "manufactured" by the participants in The Business Game.

Mr. Mark Washington, Equal Opportunity Financing, Inc., Mr. Jerry Garman, The Small Business Administration, and Mr. James Campbell, The Ohio National Bank constituted a panel making a presentation on forms of assistance available to prospective entrepreneurs.

THE DEVELOPMENT OF ENTREPRENEURS THROUGH VOCATIONAL EDUCATION

Project Report

The project entitled "The Development of Entrepreneurs Through Vocational Education" was conducted by The Center for Vocational Education, The Ohio State University. The Division of Vocational Education, Department of Education, sponsored the project. Funds were received from the U.S. Office of Education. The initial duration of the project was for a period of four months from May 1 to August 31, 1975. Due to administrative delays, it commenced on May 19, 1975. Later, a one-month, no-cost extension took it to the end of September 1975.

Objectives of the Project

To quote from the approved proposal of the project, "the specific objectives of this project were to:

1. Design and develop a prototypic, modularized, performance-based course of instruction entitled "Introduction to Entrepreneurship." The course will be designed to: (a) be infused into ongoing vocational programs, (b) be forty hours of instruction, (c) facilitate awareness and initiate exploration of entrepreneurship, and (d) provide the necessary content framework and preliminary supportive resources to enable its introduction into ongoing vocational programs at the post-secondary level.
2. Prepare for and conduct an in-service workshop designed to motivate and capacitate twenty vocational instructors

from five selected post-secondary technical schools in Ohio to integrate into their present programs the prototypic course of study entitled "Introduction to Entrepreneurship." The workshop will: (a) be conducted for three weeks at The Center for Vocational Education, (b) provide each participant with a copy of the prototypic course and selected supportive materials, and (c) enable the participants to assess and revise materials prior to their initial field implementation."

Products

Products to be termed deliverables resulting from the project were:

A. A prototypic course of instruction (40 hours) entitled, "Introduction to Entrepreneurship" (25 copies)

B. Completion of a three week workshop

C. Twenty trained vocational instructors capable of implementing the prototypic course of instruction

D. A project final report.

Budget

An amount of $31,971 was provided for the project. The expenditure incurred has closely approximated and is within the budget provided.

Personnel

The staff consisted of a project director, a secretary and two program assistants. The names of the staff members and their periods of association are shown in Appendix I.

Advisory Committee

An Advisory Committee for the project consisting of practicing entrepreneurs and experienced educators was formed soon after the project commenced from a list of persons whose names were recommended by the Division of Vocational Education. The Committee met to review the course outline and parts of the drafts of the instructional units and made useful suggestions. The members also assisted in other ways, contributing written materials and participating in the training activities. The names of the Advisory Committee members are given in Appendix II. Their contribution is much appreciated.

ACCOMPLISHMENTS ON DELIVERABLES

A. A Prototypic Course of Instruction

A prototypic, modularized, performance-based course of instruction for forty-four hours entitled "Introduction to Entrepreneurship" was developed. The four objectives enunciated for the course were: (a) an awareness of the phenomenon of entrepreneurship; (b) motivation for exploring entrepreneurship as a distinct career option; (c) acquaintance with the skills, knowledges, and attitudes required of an entrepreneur; and (d) an insight into the problems and prospects inherent in entrepreneurship.

The course consisted of twenty-two modularized instructional subunits organized into four units. It was designed to be taught to freshmen in post-secondary technical schools in forty-four 50-minute sessions. The four units

dealt with the following factors relevant to entrepreneurship: (a) Concept Factors, (b) Person Factors, (c) World Factors, and (d) Managerial Transition Factors. The Concept Factors unit dealt with the concept and philosophy of free enterprise and entrepreneurship and their role in economic development. The Person Factors unit highlighted the motivations associated with entrepreneurial behavior and included inputs designed to create self-awareness in the learner of his own potential for becoming an entrepreneur. The World Factors unit aimed at providing an introductory knowledge of the entrepreneurial environment factors, especially the business factors. The Managerial Transition Factors were designed to provide the learner with an initial awareness of the decision-making factors that go into the organization tion of a small business and its effective management. The titles of the twenty-two subunits, the (overall) student objectives for each subunit, and the enabling objectives for each student objective are listed in Appendix III.

Drafts of the twenty-two modularized instructional subunits were prepared prior to the teacher training workshop and were used to train the teachers in the workshop. The number of 50-minute classroom sessions required for teaching each subunit ranged from one to three. Each subunit taught to the teachers was evaluated by them at the end of the day in terms of its usefulness in the course, the content methodology included, and the presentation style. (Appendix IV)

After all the subunits were completed, the teachers were asked to evaluate on specifically designed forms (Appendix V), each subunit against the following eight criteria in terms of the objectives of the course and its audience:

1. Is it introductory in nature?
2. Does it create awareness of the topic?
3. Does it motivate exploration of entrepreneurship?
4. Does it acquaint the student with the elementary skills, knowledge and attitudes required of an entrepreneur?
5. Does it fit into the time frame? 1, 2, or 3 hours?
6. Does it include some evaluation of students' learning?
7. Does it lead to or lead into the next in-depth course?
8. Is the contents appropriate to post-secondary vocational-technical, freshmen, student level?

The teachers also evaluated the entire course in terms of whether its content was likely to achieve the objectives of the course, how well the units were written, and whether the subunits were coherent and had a logical flow (Appendix VI).

The consensus emerging from these evaluations was that the course content was appropriate for accomplishing the objectives of the course, the twenty-two subunits met the eight criteria established for them, and that the subunits were well written but their sequence could be more flexible. The unit on Achievement Motivation with its thematic apperception tests was considered by a few teachers as being too technical for their students and the inputs on management and marketing were too elementary or theoretical. Typical comments made by the teachers were as follows:

> "I feel, all in all, that the course is very comprehensive in content and would accomplish the objectives sought."

"I believe thought will have to be given to the order in which it is presented but the content is good."

"There is an impressive amount of work involved in the units. I wish all my classes were so well outlined."

The units "are well written and show a lot of thought and preparation."

"Flow should be adjustable according to class characteristics."

"There is very good continuity."

Finally, the teachers in the workshop were assigned to three subgroups based on their interests and each subgroup was asked to review six/seven subunits and make concrete suggestions for their revisions, if any, in the light of the relevant subunit evaluations made earlier by all teachers independently and their own experiences in the workshop.

The teachers had had no experience in teaching a course on entrepreneurship and, therefore, it would have been unfair to treat them as experts on evaluating the total course contents. However, many of their suggestions relative to individual subunits were taken into account when revising the curriculum. All the instructional activities in the subunits in the course are now more precisely timed, less technical, and within the teaching competence of post-secondary school teachers provided they were trained to teach them.

Each subunit has an overall student objective and enabling objectives. Notes are given on advance preparation whenever it is indicated either for the teacher or the students. Next is a list of resources including teacher and

student information and worksheets. This is followed by instructional activities which are a series of directions for the teacher to follow. They also include short extracts or quotes. A short bibliography is included at the end of the subunit.

A course in entrepreneurship draws from many disciplines. For this reason some teachers will require the assistance of appropriate subject matter specialists. It is felt that such assistance can be found for nearly all the topics within a post-secondary institution.

As stated earlier, this course is intended for freshmen in post-secondary schools and is designed to be introductory. It is hoped that once the freshmen are introduced through this course to entrepreneurship as a career option, those students who wish to pursue it as a career or explore it further could go on to a "how-to" type course which could focus on the organizing and managing of a small business and include an apprenticeship or a cooperative type of educational program.

B. Completion of a Three-Week Workshop

A three-week teacher training workshop was conducted from August 4 - 22, 1975. The workshop was inaugurated by Dr. Byrl R. Shoemaker, Director, Division of Vocational Education, Department of Education, the State of Ohio. It was attended by eleven teachers from seven post-secondary schools in Ohio. Dr. Bernard Nye, Assistant Director, Distributive Education, served as liaison person from the Division. The schedules

of the workshop including the topics and faculty and the inaugural programs are shown in Appendix VII.

Objectives:

The objectives of the workshop were to:

1. Introduce to the teachers
   a. the concept and role of entrepreneurship
   b. the set of knowledges and skills required of entrepreneurs
   c. factors associated with motivating, fostering, and sustaining entrepreneurial behavior among their students.
2. Acquaint the teachers with the teaching methods most appropriate to the subject matter areas of entrepreneurship.
3. Seek the participation of teachers in
   a. a review and refinement of the course
   b. developing "local" strategies for introducing the course and teaching it in their school programs
   c. developing plans for identifying community resources and support for the nurture of local entrepreneurship.

The teachers were trained both in the subject matter and in the teaching of twenty-two subject-matter areas considered important in an introductory course in entrepreneurship.

The design of the workshop was such that the teachers were put through the same curriculum that they were expected to introduce and teach in their schools. Ninety minute

sessions were allotted for every fifty minutes of classroom instructional material. This somewhat lengthened the proceedings, but it was possible this way to introduce the topic thoroughly to the teachers and to experiment a little with the subject matter and the time required.

The teachers were introduced to a number of instructional activities relevant to the different topics. They included a factory visit, visits by practicing and prospective entrepreneurs, business game, case discussion, panel presentations by participants and subject matter specialists, lecture, sub-group discussion, exercises, and games. Audio-visuals included films, tapes, flip charts, posters, and transparencies.

Guest Faculty

While the Project Director developed and taught eleven of the twenty-two topics, four guest faculty conducted sessions on the other eleven topics. Three panelists from three different agencies assisting in the promotion of small businesses made presentations on the role of assisting agencies. Appendix VIII shows the names of the guest faculty that participated in the workshop.

Some Highlights

1. A visit was arranged to Johnston Trailers, Canal Winchester, Ohio, a small but active family owned business manufacturing trailers for horses and other purposes. It was an example of typical American individual initiative, courage and calculated risk - a fine example of

entrepreneurship, from a mere idea to a thriving business.

2. A session which featured five practicing entrepreneurs generated tremendous interest. Selected from a range of businesses, locations and age groups, these "live wire" businessmen discussed among themselves and presented to the session a list of their own "peculiar" characteristics. Participants compared this list with the one that they had come up with separately and a lively discussion followed.
3. A prospective entrepreneur who has "developed" a product and is in the process of "organizing" an enterprise came in with her product, demonstrated it and discussed her future plans and strategies.
4. A complete day was devoted to an analysis of teacher motivations, concomittant teacher styles and classroom climates for learning. This was a "bonus" activity for for personal assessment and development of the teachers' own motivations and classroom teaching styles. These sessions were conducted by a certified trainer from McBer and Company, Boston, Massachusetts.
5. A special library of over 200 books dealing with aspects of entrepreneurship was set up in the workshop room and the participants were encouraged to use them freely.

Curriculum Revision

One and a half days in the last week of the workshop

were set aside for the teachers to review the draft curriculum and to suggest revisions. The teachers met in three sub-groups and worked on different portions of the curriculum. The teachers reviewed the subject matter, instructional activities, and the organization and flow of the curriculum against the objectives of the course and the eight criteria developed for it. They made useful suggestions several of which were taken into account when the curriculum was revised after the workshop.

Discussion on Course Implementation

Toward the end of the workshop, one half day was devoted to a discussion of prospects, problems and strategies for implementing the course on entrepreneurship in the teachers' schools and promoting the idea of entrepreneurship development among school administrators and the school community.

The discussion covered a wide range of prospects and problems from some teachers saying that they could install the 40 hour course in their programs to others saying that they would not be able to unless major changes in existing programs were made. Some requirements cited were approvals by State Department of Education, the Board of Regents and curriculum advisory committees where they existed; funds for implementation; and changes in the school catalogs.

The teachers said that despite some of these initial problems which may take some time to be worked out by the individual schools, they were anxious to introduce the course on entrepreneurship in their schools. They had already

thought of various options in terms of how, when and where the course could be implemented. These included as a completely new and independent program, as a separate pilot program, as a continuing education program, as a part of existing management courses, as a non-credit program, as an independent study course, and as a technical elective.

All the teachers except one wrote in the end-of-the-workshop evaluation that they felt that they were adequately prepared to teach the introductory course, with two saying that they would need extra assistance. The one who said 'no' wrote that he/she did not have the necessary background in business but (he/she) could assist someone or team teach.

In order to ensure the introduction of the course on entrepreneurship in all the technical schools represented by the teachers in the workshop, and for uniform policies and practices, the teachers unanimously recommended that The Center for Vocational Education or the Ohio Divison of Vocational Education contact the Board of Regents and also the Ohio Organization of Technical Colleges.

Evaluation

Evaluation of the workshop was done at the following levels:

a. Pre- and post- workshop attitudes of the teachers toward entrepreneurship development in vocational education.

b. Daily participant feedback on usefulness of the topics and the presentations on them.

c. Evaluation of the total workshop program at the end of the workshop.

a. Attitude Evaluation

It was decided to measure the attitudes of the teachers attending the workshop toward entrepreneurship and its teaching in vocational schools. An attitude test (Appendix IX) was constructed by the Evaluation Division and administered before and after the three-week training workshop. It consisted of fifteen questions around three discrete factors, with five questions on each factor. The three factors were: (1) Is entrepreneurship a viable career option? (2) Can it be taught as a subject? and (3) Should it be taught in vocational schools?

The F test was employed to test significant differences between the Pretest and Post-test means for all the three factors combined. A five point scale was used 1 = Very Positive, 2 = Positive, 3 = Undecided, 4 = Negative, and 5 = Very Negative.

The following results were obtained:

$$\overline{Xp}_1 = 2.04$$

$$\overline{Xp}_2 = 1.98$$

$\overline{Xp}_1 - \overline{Xp}_2$ or $2.04 - 1.98 = .06$ (not significant)

Interpretation:

1. The teachers had a near Positive attitude (2.04) before they took the Pretest. This was a favorable

factor for the learning process in the workshop. As far as the test itself was concerned, this high level of positive attitude might have been in part due to: a) the very fact that they were selected for a course on teaching entrepreneurship, b) the literature sent to them prior to the workshop, and c) Dr. Byrl Shoemaker's pace-setting inaugural address.

2. However, not withstanding this high level of positive attitude on the first day, the workshop further enhanced their positive attitude in the direction of Very Positive (1.98) attitude, although this shift was not statistically significant.

3. Some teachers disagreed that entrepreneurship should be taught in "vocational schools." They felt that it should be taught only at the post-secondary technical school levels.

b. Daily Evaluation:

A form was administered at the end of each day of the workshop to elicit feedback from the teachers on the usefulness of each subunit presented that day, its presentation and changes indicated. This daily feedback was utilized in the revisions of the curriculum as well as in the presentations on subsequent days. The daily evaluation form is shown as Appendix IV.

c. End-of-the-Workshop Evaluation:

On the last day of the three week workshop, a specially designed form was administered to the teachers for them

to evaluate the effect of the entire workshop. The form used together with the results of the evaluation is reproduced in Appendix X.

The major results of this evaluation are summarized below:

1. All the teachers, with minor qualifications in one or two cases, strongly agreed that the workshop accomplished all the objectives it was designed to accomplish.
2. Ten out of the eleven teachers said that the workshop was worth their time and effort. Only one said he was not sure.
3. All the teachers noted that all the major segments of the workshop were either very appropriate or appropriate.
4. Nearly all the instructional activities employed were reported as useful. The exceptions being that some teachers felt that the Thematic Apperception Tests used to measure motives and some of the subgroup discussions were "somewhat useful." The most useful activities listed were: visits by entrepreneurs, visit to Johnston Trailers and games. The least useful activities were: lectures, subgroup discussions and management theory.
5. Ten out of the eleven teachers felt they were adequately prepared to teach the introductory course on entrepreneurship.

6. Six teachers said they could teach the course in 40 hours of instruction, while five said they would have to try and see.
7. Seven teachers felt that there was too much curriculum content for an introductory course while four said the course had the right amount.
8. All the eleven teachers said that all teachers wishing to teach this course would need prior training.
9. To the question as to what parts of the workshop were most helpful in preparing the teachers to teach this course, nearly all the activities were mentioned: the organization; entrepreneurs' visits; the written curriculum materials; motivation; panels; visits; lectures; group discussions; games; the business game; field trip; most resource persons; curriculum development; interaction with other participants; financial information; making it introductory in nature rather than the "how-to-do."
10. Changes the teachers would like to see included: "the highly academic terminology and rhetoric," less depth in marketing research, more student centered, more emphasis on financial reports, more visits by entrepreneurs, and the length of the time.
11. The three-week length of the workshop was considered too long by seven teachers whereas four considered it just right. Of those who considered it too long, six suggested two weeks and one suggested one week.

12. All the eleven teachers said that they would recommend a similar workshop for all teachers who wish to teach this course.

13. Overall, five teachers rated the workshop "excellent" while the other six rated it "good."

14. In response to a last open question eliciting "any further comments concerning the workshop," most interesting and variegated comments ranging from the concept of entrepreneurship through the conduct of the workshop to smoking roomate were made. All of the comments are reproduced below:

    a. More work -- better utilization of "time."

    b. Meetings should be from 9:00 until 4:00 with 50 minute meetings and 10 minute breaks.

    c. The workshop was excellent, and the technique of presentation was very appropriate. I feel that it was as good a program as I have ever attended. I have learned a great deal.

    d. Option -- smoking or non-smoking roommate -- controlled smoking in sessions -- step up pace and pressure.

    e. The entire staff was extremely helpful and cooperative, the availability of materials such as handouts, books, films, and poster. Excellent facilities.

    f. Older people tend to be more conservative, less

an entrepreneur. Choose young-thinking teachers if possible.

g. Again, the people, places and things were of very high quality.

h. Entrepreneurship should grow in today's local, national and world economic situation and in the future.

i. Fantastic job -- good luck and if you would like to see this in action it will be spring 1976. Thanks for helping me learn.

That the teacher training program was a useful experience was borne out by the comment of one participant made when he called five weeks after the conclusion of the workshop to inform what progress his technical school was making in introducing the course on entrepreneurship. Said the participant, "Looking back on the three weeks of the workshop, I can say that my summer has been well spent."

Follow-up on Evaluation Feedback

As a result of the five different evaluations conducted during the workshop, the following actions were taken:

1. Attempt was made to strengthen the daily presentations.
2. Materials considered beyond the levels of freshmen in post-secondary schools or beyond the scope

of an introductory course were eliminated.

3. Most of the materials were simplified to make it more appropriate to the specified student audience.

4. The sequence of the subunits was rearranged into a more logical one, although no subunits were deleted or added.

5. Some subunits prepared and presented by consultants were either completely rewritten or radically changed to make them consistent with the objectives of the course.

C. Twenty Trained Vocational Instructors

Teachers from several Ohio post-secondary technical schools were invited from the Ohio Division of Vocational Education to attend a three-week teacher training workshop in entrepreneurship at The Center for Vocational Education. However, only eleven teachers from seven schools could attend the workshop. A list of the names of the teachers and their institutions is found as Appendix XI. As the project was sanctioned at short notice and close to the summer vacation, all the twenty vacancies in the workshop could not be filled. Also, for the same reasons, the idea of training four to five teachers from four or five post-secondary schools did not materialize.

SOME COMMENTS:

1. Duration of the project:

The short duration of the project and the additional late start it received laid a strain on the human and material resources of the project. But the effort was more than worthwhile in so far as it enabled Ohio to initiate action in a much needed area and develop an innovative curriculum and train the first group of teachers ever to teach entrepreneurship.

2. Participants:

a) As the project commenced just before the summer vacation, only eleven out of the anticipated 20 teachers could be assembled for the workshop, inspite of a determined effort by the Division of Vocational Education. This detracted from the original plan of minimum concentration of teachers in a single institution covering all the five selected areas of vocational-technical education, except in the case of Springfield-Clark Technical Institute, which had four teachers in the workshop. This situation may call for "singleminded" efforts on the part of the "loners" in the other institutions to introduce the course.

b) It appeared that the teachers in the home economics areas, while quite enthusiastic in the workshop, did not see "immediate" prospects for implementation of the course in their departments. So was the case of the accountant instructor. On the other hand, teachers from the engineering technologies, business

and distributive education and agriculture saw the prospects for implementing of the course quite readily.

3. Duration of the Workshop:

The three-week period for the workshop was found to be long. It left the last half of the third week somewhat less intensive than the previous periods. However, it is felt that as this was the first workshop of its kind, a little time was needed to evolve the right pace and indulge in a little experimentation. More time was set aside for the teachers to revise the curriculum than they could utilize. For pure training in a course such as has been developed, a two-week period should be adequate.

4. The Curriculum:

The first drafts produced prior to the workshop on twenty-two modules were rated in the teacher evaluations to be somewhat beyond the level of the freshmen in post-secondary technical schools. This was taken into account in the revisions. Not withstanding, some teachers will need the assistance of other trained teachers or subject-matter specialists in the teaching of one or more sub-units. It is felt that most of this assistance can be found within the school or the surrounding community.

5. Identification of Entrepreneurs

A few teachers were interested in methods for the identification of prospective entrepreneurs. Although

increasingly more knowledge is becoming available in this area, it was felt that time need not be devoted to introducing the various methods to teachers at this stage. If the same teachers were to teach a second course, they may find it useful to learn to administer some of the tests that are being used in the field if it becomes necessary to screen students for admission to the second course. Actually, such tests are best left to trained specialists.

6. Nationwide Interest in the Project:

That through this project Ohio has pioneered education for entrepreneurship is evident from the nature and number of enquiries received from diverse agencies across the nation. The letters came as a result of a routine notice in the "Centergram" and an unsplicited short article about the project in Higher Education Daily and Manpower and Vocational Education Weekly. Letters seeking information on the project have been received from sixty-three individuals, from as many organizations in twenty-three states. Washington, D.C., and the AID in Columbia. The individuals represented a wide spectrum of organizations ranging from private consulting agencies through vocational school systems, community colleges, universities, business related associations to development agencies. A sample of quotes from the letters

is given below to indicate their flavor:

-- Thank you for helping us provide better vocational education for the young people enrolled in our schools.

-- ...we are vitally interested in entrepreneurial training.

-- The article referenced above is surely a step in the right direction and sounds very encouraging.

-- It is with great interest and professional desire to want to know more about ways and means by which the various needs of vocational education students can be met that I write this letter. The entrepreneurship optional program for vocational students that you have developed is an innovative program and seems to suggest great promise.

-- I was very pleased to learn about The Center's DEVE Project...Community College has (30) two-year Associate in Science degree programs and the inclusion of such a course in each program would provide another option to our students . . . such a course would make them aware of pitfalls, rules, regulations, financing, etc. that is not presently taught.

-- I think the idea of a course on entrepreneurship is great! Not just for what it will do for students, but as a vehicle for increasing the interest, participation and support of the business community in occupational education.

-- We would appreciate receiving more information about this course in order to capitalize on your efforts.

-- ...we are clearly interested in future developments as they might pertain to a couple of program areas we are developing at this time.

-- If you would like us to help in field testing and evaluating your instructional package, we would be happy to assist. This program sounds like something we would like to try.

-- Congratulations for finally doing something for Entrepreneurship through Vocational Education.

-- I am interested in learning more about this innovative activity.

-- This sounds like a fascinating idea.

-- I have just read of your developing a course in entrepreneurship as a career option in our local vocational

education newsletter. We have been thinking of a course covering entrepreneurship for our small business management program...Also I am eligible for sabbatical during 1976-77 and would be interested in the options open to me for professional growth at your Center.

-- This is an area we have overlooked for some time in post-secondary vocational education. Hopefully the materials developed in your project will assist us in this problem.

SOME RECOMMENDATIONS

Curriculum Implementation

1. The Board of Regents and any other concerned State authority may be contacted as may be necessary for facilitating the implementation of the course in the seven post-secondary technical schools from which teachers participated in the teacher training workshop.
2. A meeting of all the heads of the seven technical schools may be arranged to seek their support and suggestions for introducing the course and further developing programs in entrepreneurship.
3. A one day meeting of all the eleven teachers who attended the workshop may be convened to enable them to discuss as a group, the revised curriculum and their plans for its implementation.

Teacher Training

1. Future workshops to train teachers for teaching the curriculum developed may be held over a two week rather than a three week period.
2. A minimum concentration of teachers from the same institution but from different disciplines should be trained to ensure

mutual support and facilitate team teaching when necessary.

3. In addition to a basic knowledge in one of the disciplines in an entrepreneurship course, demonstrated interest in the pursuit of the concept and willingness to take the initiative to introduce the course in their schools are highly desirable factors in the selection of teachers for the teacher training programs.

4. Teachers selected for the training program should be prepared to stay at the place of training throughout the work week so that the programs could be intensive and some evenings used.

The Future

The future for the development of entrepreneurs through vocational education is excellent. There is no question but the Ohio Division of Vocational Education and The Center for Vocational Education must continue to provide the leadership and expand activities cooperatively in this important area.

Some programs for consideration are to:

1. Develop a second "how-to" course to be offered to sophomores who have taken the introductory course.

2. Train more teachers, perhaps on a continuing or long-term basis, to capacitate them to teach entrepreneurship courses.

3. Hold state level seminars of policy makers, key change agents, students, teachers, active entrepreneurs, bankers, civic and community leaders to generate interest in and support for the development of entrepreneurs through vocational education.

4. Propose legislation for such items as:

   a) required instruction in the free enterprise system in

all vocational-technical schools

b) formation of agencies to assist and catalyze entrepreneurship development (similar to the Agricultural Extension Service).

c) setting up selected vocational/technical schools as Regional Entrepreneurship Development Centers.

d) participation of existing businesses.

e) developing attractive incentives to prospective entrepreneurs.

5. Develop curriculum materials on entrepreneurship for different levels of vocational and technical education.

6. Conduct research to study/develop/validate:

instructional materials, teaching cases, instruments for identifying potential entrepreneurs and identifying success/failure causes.

APPRECIATION

Finally, a word of appreciation must go on record for the Ohio Division of Vocational Education for sponsoring the project, especially to Dr. Byrl Shoemaker its Director for his support and to Dr. Bernard Nye, Assistant Director, Distributive Education Services, and Dr. Darrell Parks, Assistant Director, Teacher Education and Curriculum, for their assistance throughout the project. It was an exciting and rewarding experience to work on the project.

Christopher J. Kalanqi
Project Director

APPENDIX I

List of Project Personnel

Project Director:

Christopher J. Kalangi; May 15 - September 30, 1975

Program Assistants:

Cynthia Anderson; June 5 - September 12, 1975

Barbara Arwood; August 5 - September 30, 1975

Secretary:

Linda Agler; May 19 - September 30, 1975

APPENDIX II

List of Members of the Advisory Committee

Members:

1. Mr. David Bennington, President
   Wines, Inc.
   915 E. Granville Road
   Columbus, Ohio 43229

2. Dr. Charles Ingraham, Executive Director
   Ohio Council Farm Cooperative
   Department of Rural and Economic Sociology
   Agricultural Administration Building
   2120 Fyffe Road
   Columbus, Ohio 43210

3. Mr. Joe Volpe
   Auto Body Supply
   212 North Grant Avenue
   Columbus, Ohio 43215

Ex-Officio:

1. Dr. Bruce Reinhart, Associate Director
   Personnel Development Division
   The Center for Vocational Education

2. Dr. Christopher J. Kalangi, Project Director
   The Development of Entrepreneurs Through Vocational Education
   The Center for Vocational Education

APPENDIX III

ENABLING OBJECTIVES

for a Course on

INTRODUCTION TO ENTREPRENEURSHIP

Twenty-two Modularized Instructional Units
(for 44 sessions of 50 minutes duration)

The overall purpose of the course is to create among the (freshmen post-secondary school) students:

1. An awareness of the phenomenon of entrepreneurship;
2. Motivation for exploring entrepreneurship as a distinct and sublime career option;
3. Acquaintance with the skills and knowledges and attitudes required of an entrepreneurs; and
4. An insight into the problems and prospects inherent in entrepreneurship.

THE DEVELOPMENT OF ENTREPRENEURS
THROUGH VOCATIONAL EDUCATION

THE CENTER FOR VOCATIONAL EDUCATION
1960 Kenny Road
Columbus, Ohio 43210

Project Director: Christopher J. Kalangi

The Center for Vocational Education
The Ohio State University

Course on Introduction to Entrepreneurs

List of Enabling Objectives

Student Objective	Enabling Objectives
UNIT I - CONCEPT FACTORS	
Sub Unit 1 - Entrepreneurship and Its Impact on Economic Development	
Students define entrepreneurship--its impact on our nation's development.	1. Students define entrepreneur by comparing entrepreneurs' quotes with the definitions of enterprise and entrepreneur in a class discussion.
	2. Students analyze the impact of entrepreneurial activity in a free enterprise economy by participating in class discussion about the value of free enterprise and major entrepreneurial events in the development of our nation.
	3. Students analyze the potential for entrepreneurial activity in today's economy by participating in a class discussion about the emerging needs of people.
Sub Unit 2 - Small Enterprises	
Students increase their awareness of the characteristics of small enterprises.	1. Students develop an understanding of the characteristics of small business by participating in a class discussion and visiting a small business.
	2. Students demonstrate their understanding of the characteristics of small business by developing individually a list of 15 characteristics and listing 15 firms which fit the characteristics.
UNIT II - PERSON FACTORS	
Sub Unit 3 - Motives and Behavior	
Students recognize motives as determinants of human behavior.	1. Students identify types of behavior by discussing, with the entire class, their own classroom behavior.

2. Students identify needs by putting examples of human needs into Maslow's classification of needs in a class discussion.

3. Students recognize that needs motivate people toward goal directed behavior that satisfies their needs by identifying the needs which are satisfied in selecting a car.

4. Students reflect on their own motives or needs by listing individually the needs filled by a vacation on Student Work Sheet 2, "Motives for Vacations."

Sub Unit 4 - Characteristics of Entrepreneurs

Students recognize some important characteristics of entrepreneurs and relate them to motives.

1. Students identify 15-20 personal characteristics they see as similar to the characteristics of entrepreneurs they know by discussing in a group and listing 15-20 characteristics.

2. Students reevaluate their perceptions of "the" entrepreneurs by discussing those perceptions in a group with visiting entrepreneurs and comparing their list of characteristics with a list of characteristics prepared by the entrepreneurs.

3. Students, together with the visiting entrepreneurs, rank 10 characteristics of entrepreneurs in order of importance as determined in a group discussion.

4. Students rate themselves on the top ten characteristics of entrepreneurs as determined by the group by completing a self-analysis sheet.

Sub Unit 5- Entrepreneurial Behavior

Students recognize the dominant motives associated with entrepreneurial behavior.

1. Students identify motivation and maintenance needs in a job setting by reading the transparency on Myers' "Employee Needs" and participating in a class discussion.

2. Students demonstrate an understanding that achievement, responsibility, growth, and earned recognition are among "the" entrepreneur's needs by participating in a lecture-discussion.

3. Students distinguish between maintenance needs filled by entrepreneurial tasks by reading a case and discussing with the class how the needs of the individual in the case fit into Myers' classification.

Sub Unit 6 - Achievement Motivation

Students identify the need to achieve as being among the most salient motivations of entrepreneurs; and in a limited way, assess and improve their own need to achieve.

1. Students assess their achievement imagery by comparing their scores on two sets of stories they have written about one set of pictures; one set at the beginning, and one set at the end of the sub unit.

2. Students define achievement motivation and identify four standards of excellence as its criteria by participating in a class discussion.

3. Students relate achievement motivation to entrepreneurial behavior by comparing the list of characteristics of entrepreneurs to the list of characteristics of persons with a high need for achievement.

4. Students distinguish between achievement and nonachievement imagery by completing a student work sheet and discussing their results in class.

5. Students identify achievement imagery by scoring 12 achievement and non-achievement stories in small groups.

6. Students practice identifying achievement imagery by scoring 12 achievement motivation stories individually.

Sub Unit 7 - Power, Affiliation, and Independence Needs

Students examine the effects of the power, affiliation and independence needs on entrepreneurial behavior, and, in a limited way, explore their own needs or motivations

1. Students recognize how specific motivations effect entrepreneurs by playing the Tower Building Game.

2. Through a class discussion and reading of Kolb's explanation,

students demonstrate an understanding of power and affilaition motives and compare these motives to the motives observed during the Tower Building Game.

3. Students score individually their original TAT Stories for affiliation and power by following the abbreviated scoring system on Student Information Sheet 5, "Scoring the Three Motives: Achievement, Power, and Affiliation."

4. Students demonstrate an understanding of the need for independence as a strong operative motive of entrepreneurial behavior by discussing as a class the independence/dependence need syndrome observed in the Tower Building Game.

Sub Unit 8 - Risk Taking

Students recognize some ways in which moderate, calculated risk appears as an essential feature of entrepreneurship.

1. Students experience risk taking by participating in a game of Ring Toss and by discussing their performance in the game.

2. Students demonstrate understanding of moderate and calculated risk taking by identifying the differences between unbridled risks and moderate risks and comparing the risk taking behaviors of a habitual gambler with those of entrepreneurs.

Sub Unit 9 - Creativity for Entrepreneurs

Students recognize the creative process as an important attribute for the potential entrepreneur.

1. Students define creativity by participating in a class discussion about several definitions of creativity.

2. Students realize that creativity is an essential characteristic of entreprenrurs by practicing creativity in entrepreneurial situations in small groups.

3. Students recognize the individual attributes and environmental factors which foster creativity by participating in a class discussion about, "Conditions Fostering Creativity," Student Information Sheet 8.

4. By reading and discussing the poem, The Calf Path, students realize that tradition often stifles creativity, Student Information Sheet 9 is used with the class.

5. Students practice the creative process by participating in individual and class creativity exercises.

Sub Unit 10 - Goal Planning

Students identify and write goals for themselves that are clear, realistic, attainable, and achievement oriented.

1. Students describe entrepreneurial goals by discussing and listing the characteristics of achievement oriented goals.

2. Students identify where they are now with regard to their own goals by examining their present positions in small groups according to guidlines.

3. Students concretize individually their own personal, career, and educational goals by stating them clearly in writing on Student Work Sheet 10, "Goal Setting."

4. Students recognize the importance of planning to the potential entrepreneur by participating in a class discussion on the characteristics of planning.

5. Students begin to implement their career goals by preparing individual goal plans using Student Work Sheet 11, "Goal Plan," comparing in a class discussion several student's plans, and revising their individual plans based on the discussion feedback.

UNIT III - WORLD FACTORS

Sub Unit 11 - The Business Game

Students experience the process of business in a simulated situation.

1. Students identify their own goal-setting, planning and risk-taking behavior by participating in three rounds of "The Business Game."

2. Students compare their own behavior during, "The Business Game" with entrepreneurial behavior by participating in small group discussions.

Sub Unit 12 - Market Analysis

Students recognize the importance of understanding one's "market" to entrepreneurial success.

1. Students become aware of the importance of customer needs for different services and products by comparing, in a class discussion, their own reasons for choosing products.
2. Students identify questions the potential entrepreneur would need to ask about his customer by reviewing, in class, customer characteristics listed by professionals.
3. Students demonstrate an understanding of customer needs by acting as "market consultants" for a "budding" entrepreneur in a class presentation by the entrepreneur.
4. Students realize the importance of market analysis by discussing in class the reasons given by professionals for new product failure.
5. Students demonstrate an understanding of market analysis by analyzing steps in market research in a class discussion and by constructing an interview questionnaire, the first step in market analysis, in small groups.

Sub Unit 13 - Break-Even Analysis

Students identify business costs, compute the break-even point, and use it to determine business risk.

1. Students analyze business expense by identifying costs and labeling these costs fixed or variable.
2. Students develop an understanding of the break-even point and its importance by reviewing the break-even points and discussing strategies for the Titan Manufacturing Company, --a hypothetical firm.
3. Students determine the business risk involved in a business by calculating the break-even points for a hypothetical start up service business.

Sub Unit 14 - Cash Flow

Students increase their awareness of the financial needs of a business.

1. Students describe cash needs for a new business by identifying costs for organizing a business, purchasing equipment or inventory, and operating a hypothetical business in a class discussion.

2. Students analyze the financial needs of a new business by analyzing the cash flow of a hypothetical business in a group discussion.

Sub Unit 15 - Financing

Students increase their awareness of finance and the types of financial assistance offered by various agencies connected with the promotion of small businesses.

1. Students are introduced to money concepts by participating in a class discussion of the origin of money and our capitalistic system of economics.

2. Students develop an understanding of types of finance by discussing examples of these types of finances, defining the terms, and by discussing the risk involved in the different types of financing in a class discussion.

3. Students explore opportunities for acquiring capital from various sources: customers, suppliers, personal capital, and banks by participating in a group discussion.

4. Students increase their awareness of financial resources by participating in a discussion with various agency representatives.

Sub Unit 16 - The Business Plan

Students realize the importance of a business plan in the success of a new business.

1. Students define the business plan, compare its importance with goal planning, and describe its importance by participating in a class discussion.

2. Students relate the importance of a business plan by comparing what the entrepreneur needs to know before starting a business with the items of the business plan indicated on a transparency.

3. Students demonstrate an understanding of developing a business plan by completing instructor selected planning items for a hypothetical business according to instructor criteria in small groups.

Sub Unit 17 - Agencies Assisting Formation of Enterprises

Students increase their awareness of types of assistance (other than financial) offered by various agencies connected with the promotion of small business.

Students increase their awareness of types of assistance (other than financial) to prospective entrepreneurs available from agencies assisting small businesses by participating in a panel discussion with representatives of selected agencies.

Sub Unit 18 - Ohio's Entreprencurial Environment

Students increase their awareness of Ohio's Entrepreneurial Environment.

Students increase their awareness of Ohio's entrepreneurial environment by researching and reporting about the environmental factors in a panel discussion.

SUB UNIT IV - MANAGERIAL TRANSITION FACTORS

Sub Unit 19 - Entrepreneurial Decision Making

Students make entrepreneurial decisions under conditions of uncertainty.

1. Students define decision, identifying the steps in the decision making process and the criteria for selecting a decision by discussing in a class the definition of decision, steps in decision making, and criteria for selecting a decision.

2. Students identify the types of decisions an entrepreneur makes--entrepreneurial or managerial--depending on his situation by discussing in class Student Information Sheet 19, "The Growth of the Entrepreneur," and by comparing and contrasting these types of decisions.

3. Students demonstrate an understanding of the types of decisions an entrepreneur makes by reading Student Work Sheet 12, "Art Shop," identifying decisions in the case and labeling them as entrepreneurial or managerial.

4. Students develop an understanding of the use of decision trees in decision making by a class discussion of Teacher Information Sheet 15, "Decision Trees for Decision Making" by John Magee.

5. Students make their decisions on whether or not they will go into business by using individually the decision tree method to make their decisions.

Sub Unit 20 - Organizing a Small Enterprise

Students increase their awareness of the dynamics of organizing a small business.

1. Students demonstrate an understanding of the dynamics involved in a start up business by designing their own start up strategy based on a case in small groups.

2. Student s evaluate and clarify their strategies by participating in a class discussion developed in the small group.

3. Students demonstrate an understanding of entrepreneurial activities. involved in organizing a business by placing these activities on the diagram, "The Growth of an Entrepreneur" (Student Information Sheet 19 from sub unit, "Entrepreneurial Decision Making).

Sub Unit 21 - Leadership for an Emerging Organization

Students recognize leadership of an emerging organization as a function of the entrepreneur.

1. Students experience the responsibilities and problems of leadership by playing the game, "Dividing the Loot" and relating the observations from the game to the functions of a "new" entrepreneur, in a class discussion.

2. Students define group and organization and recognize the common distinguishing factors between the two in a class discussion and by developing an organizational chart for a hypothetical small business.

3. Students identify reasons why individuals form or join groups or organizations by listing their own reasons for joining different types of groups, in a class discussion.

4. Students recognize the need for the entrepreneur, as the leader of an emerging organization, to pay discrete attention to both task and maintenance functions by analyzing the role of the leader in the game, "Dividing the Loot" or the role of an individual in a familiar leadership postiion, in a class discussion.

Sub Unit 22 - Managing a Small Business

Students increase their awareness of what is involved in being the owner-manager of a small business.

1. Students increase their awareness of the concept of management by listing managerial responsibilities on the chalkboard during a class discussion.

2. Students demonstrate an understanding of the dynamics of managing a small business by developing their own policies for a selected business with the help of a guideline in small groups.

The Center for Vocational Education
The Development of Entrepreneurs
Through Vocational Education

APPENDIX IV

Date _____

Teachers' Training Workshop
August 4-22, 1975
Daily Participant Feedback

Curriculum Objectives for Students:

1. Awareness of Entrepreneurship as a distinct career option
2. Motivation for exploration
3. Acquaintance with skills, knowledges, attitudes.

A. List below topics (sub units) dealt with today and check your response against each. Keep the objectives in focus.

	Extremely useful	Moderately useful	Slightly useful	Did not attend
1. _____	( )	( )	( )	( )
2. _____	( )	( )	( )	( )
3. _____	( )	( )	( )	( )
4. _____	( )	( )	( )	( )

B. What aspects of the above presentations were of MOST interest to you? Why?

_____

_____

_____

C. How could the activities/presentations have been improved?

_____

_____

_____

D. Any other comments:

_____

_____

_____

APPENDIX V

SUB UNIT_____WORKSHEET

A. Does the sub unit follow the criteria which follows?

1. Is it introductory in nature? no somewhat yes

2. Does it create awareness of the topic? no somewhat yes

3. Does it motivate exploration of entrepreneurship? no somewhat yes

4. Does it acquaint the student with the elementary skills, knowledges, and attitudes required of an entrepreneur? no somewhat yes

5. Does it fit into the time frame? 1, 2, or 3 hours? no somewhat yes

6. Does it include some evaluation of student learning? no somewhat yes

7. Does it lead to or lead into the next in-depth course? no somewhat yes

8. Is the content appropriate to post-secondary, vocational technical, freshmen student level? no somewhat yes

B. Is there too much or too little information provided to explain the concepts presented in the sub unit? (Keep in mind that this is an introductory course.) no somewhat yes

Comment: _____

_____

C. Do the activities complement the sub unit? no somewhat yes

Comment: (If you could change any of the activities, what things would you change.) _____

_____

D. Would your students have any special problems doing any of the sub units? (Things they won't understand, or places they won't know what to do next.) no somewhat yes

Comment: (i.e., were objectives, directions, and vocabulary clear)

_____

_____

E. Would you be able to implement this sub-unit? (Is there a need for special teacher expertise; media materials needed for activities; difficult for teacher managemen; or estimated time to complete activity.) no somewhat yes

Comment: _____

_____

APPENDIX VI

WORKSHEET

Objectives of Course:

1. Create, among the students, awareness of entrepreneurship as a clear career option.
2. Acquaint them with the concept, person, world, and managerial transition factors of entrepreneurship.
3. Motivate them toward serious exploration of enterprise as a life goal.

A. Do you feel that the course content will accomplish these objectives with your students? no somewhat yes

Comment: _____

_____

B. Are the units generally well written? no somewhat yes

Comment: _____

_____

C. Is there a logical flow from one subunit to another? no somewhat yes

Comment: _____

_____

- -

Name _____

Which of the subunits would you be willing to lend your expertise to improve in class Wednesday and Thursday?

_____

_____

APPENDIX VII

THE CENTER FOR VOCATIONAL EDUCATION

THE OHIO STATE UNIVERSITY

AND

THE DIVISION OF VOCATIONAL EDUCATION

DEPARTMENT OF EDUCATION

THE DEVELOPMENT OF ENTREPRENEURS

THROUGH VOCATIONAL EDUCATION PROJECT

TEACHERS' TRAINING WORKSHOP

INAUGURAL PROGRAM, AUGUST 4, 1975

9:00	Welcome	:	Dr. Shelby Price Deputy Director, CVE
9:05	About the Project	:	Dr. Bruce Reinhart Associate Director, Personnel Development, CVE
9:15	Introduction of Guest Speaker	:	Dr. Shelby Price
9:20	Inaugural Address	:	Dr. Byrl Shoemaker Director, Ohio Division of Vocational Education
9:45 - 10:15	Coffee		

THE CENTER FOR VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY

THE DEVELOPMENT OF ENTREPRENEURS THROUGH VOCATIONAL EDUCATION PROJECT
TEACHERS' TRAINING WORKSHOP, AUGUST 4-22, 1975

TIME TABLE

Session 1	8:15 - 9:45
Break	9:45 - 10:00
Session 2	10:00 - 11:30
Break	11:30 - 12:30
Session 3	12:30 - 2:00
Break	2:00 - 2:15
Session 4	2:15 - 3:45
Day's Evaluation	3:45 - 4:00

August 4	9:00 - 10:15	Inauguration (Dr. Byrl Shoemaker)
	10:15 - 11:30	1. Introductions: (participants, staff)
		2. Mutual Expectations: (participants, Dr. Bernard Nye, Dr. Christopher Kalangi)
		3. Course Design: (Christopher Kalangi)
	12:30 - 2:00	What a Workshop Is - As I See It (Christopher Kalangi)
	2:15 - 3:45	Sub-Unit 1.1 - Entrepreneurship and Its Role in Economic Development
	3:45 - 4:00	Day's Evaluation

	Session	Sub Unit	
August 5	1	1.2	Small Enterprises (Johnston Trailers)
	2	1.2	
	3	2.1	Entrepreneurial Behavior (Christopher Kalangi)
	4	2.1	
August 6	1	2.2	Characteristics of Entrepreneurs (5 entrepreneurs)
	2	2.2	
	3	2.3	Achievement Motivation (Christopher Kalangi)
	4	2.3	
August 7	1	2.3	Achievement Motivation (Christopher Kalangi)
	2	2.3	
	3	2.4	Power and Affiliation Motives (Christopher Kalangi)
	4	2.4	
August 8	1	2.5	Risk Taking (Christopher Kalangi)
	2	2.5	
	3	2.6	Leadership (Christopher Kalangi)
	4	2.6	
August 11	1	2.7	Entrepreneurial Decision Making (Nicholas Siropolis)
	2	2.7	
	3	2.8	Creativity for Entrepreneurs (Christopher Kalangi)
	4	2.8	
August 12	1	2.9	Goal Planning (Christopher Kalangi)
	2	2.9	
	3	2.9	
	4	3.1	Ohio's Entrepreneurial Environment (participants)
August 13	1	3.2	Business Game (Dr. Robert Baker)
	2	3.2	
	3	3.3	Failure/Success Factors (Dr. William Henderson)
	4	3.4	The Customer (William Henderson)
August 14	1	3.5	Market Analysis (William Henderson)
	2	3.5	
	3	3.6	Breakeven Analysis/Cash Flow (Robert Baker)
	4	3.6	
August 15	1	3.7	Financing (Robert Baker)
	2	3.8	Business Plan (Robert Baker)
	3	3.9	Agencies Assisting Formation of Enterprises (Panel- Mark Washington, James Campbell, Jerry Garman)
	4	3.9	
August 18	1	4.1	Organizing a Small Enterprise (Robert Baker)
	2	4.1	
	3	4.2	The Entrepreneurial Process vs. the Managerial Process (Christopher Kalangi)
	4	4.3	Managing a Small Enterprise (Entrepreneur)

	Session	Sub Unit
August 19	1, 2, 3, 4	Classroom Climate - Teacher Motivation (Dr. David Miron)
August 20	1, 2, 3, 4	Evaluation and Revision of Units in Sub Groups (participants)
August 21	1, 2	Evaluation and Revision of Units in Sub Groups (participants)
	3	Curriculum Implementation in Schools (participants)
	4	Community Involvement (participants)
August 22		Workshop Evaluation (participants)
		Luncheon

APPENDIX VIII

List of Guest Faculty (Consultants)

1. Mr. Robert J. Baker, Jr., President
   Venture Resources International
   P.O. Box 6691
   Columbus, Ohio 43209

2. Dr. William Henderson, Consultant
   4740 Riverside Drive
   Columbus, Ohio 43220

3. Mr. Nicholas C. Siropolis
   (Cuyahoga Community College)
   15615 Norway Avenue
   Cleveland, Ohio 44111

4. Dr. Sally Wertheim
   (John Carroll University)
   24717 Wimbledon Road
   Cleveland, ohio 44122

APPENDIX IX

THE DEVELOPMENT OF ENTREPRENEURS THROUGH
VOCATIONAL EDUCATION PROJECT

Teachers' Training Workshop
August 4-22, 1975

Name _____

Directions:

This is not a test. There are no right or wrong responses. This questionnaire is designed to get your opinion about entrepreneurship and its place in the vocational-technical school. Read each statement carefully and decide how you feel about it. For each statement circle the choice in the right hand column that best reflects your own position. The "undecided" answer should be circled only when you have no opinion. Please read each statement and circle:

SA - if you strongly agree with the statement

A - if you agree but with important qualifications

U - if you have no opinion

D - if you generally disagree but not completely so

SD - if you strongly disagree with the statement

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Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

1.	Entrepreneurship is still a viable career option.	SA	A	U	D	SD
2.	A college education is essential for entrepreneurship.	SA	A	U	D	SD
3.	People in their early twenties are too young to have the confidence necessary for entrepreneurship.	SA	A	U	D	SD
4.	A course on entrepreneurship should be taught by a counselor not a vocational teacher.	SA	A	U	D	SD
5.	A course on entrepreneurship should be offered to vocational school students.	SA	A	U	D	SD
6.	The independent family business is a thing of the past.	SA	A	U	D	SD
7.	It is better to have a steady income and a secure job rather than undertake opening your own venture from which a steady income is not guaranteed.	SA	A	U	D	SD
8.	Vocational students do not have the initiative needed to become entrepreneurs.	SA	A	U	D	SD
9.	Individuals either have the characteristics to be an entrepreneur or they don't.	SA	A	U	D	SD
10.	Only large corporations can withstand the economic and social pressures of the present.	SA	A	U	D	SD
11.	Entrepreneurship is not a subject matter area per se which can be taught in a classroom.	SA	A	U	D	SD
12.	Vocational-technical schools have a responsibility to develop entrepreneurs.	SA	A	U	D	SD
13.	People cannot be trained to become entrepreneurs.	SA	A	U	D	SD
14.	Large corporations are so powerful, small businesses cannot compete.	SA	A	U	D	SD
15.	Most vocational-technical education teachers could be trained to teach a course on entrepreneurship.	SA	A	U	D	SD

APPENDIX X

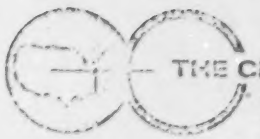
WORKSHOP EVALUATION FORM

Please take a few minutes to complete this evaluation of the workshop. It will help the staff of the workshop expand and improve future training programs.

We appreciate your frank and professional judgments about the strengths and weaknesses of this training program in fulfilling your needs. Your comments will be kept confidential.

Thank you for your cooperation.

SUMMARY



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Please check the response which best represents your opinion.

SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

DO YOU FEEL THAT THE WORKSHOP ENCOURAGED YOU TO:	SA	A	U	D	SD
1. The concept and role of entrepreneurship.	9	2			
2. The possibility of [illegible] as a career option for [illegible].	6	3		2	
3. The set of behaviors and skills required of entrepreneurs.	6	4		1	
4. The factors associated with motivating, fostering, and sustaining entrepreneurial behavior among your students.	5	6			
5. The teaching methods most appropriate to the subject matter area of entrepreneurship.	4	5	1	1	

6a. Was the length of the workshop

7 too long

4 just right

___ too short

6b. If the workshop was too long or too short, what would be the proper length of time? six say 2 weeks and 1 says 1 week.

7. Do you feel that the workshop was worth your time and effort?

[X] Yes [1] Not Sure [ ] No

Please explain your answer so that the staff can make any necessary modifications.

A. Introduced me to many personal factors of entrepreneurship.

B. Yes, but some information could be presented in a shorter length of time.

C. Several levels of gain: 1) specific materials covered; 2) learned by observing presentations and 3) value of interaction.

D. I don't think I was the right representative of the school.

E. I gained much information, worthwhile.

F. In-service training is a necessity before anyone attempts to teach this material.

G. In-service training.

H. I feel the content presented within the atmosphere provided was excellent. More visits to entrepreneurs, more models.

I. Longer hours in the day, covering course in two weeks.

J. It stimulated my interest in the role of the entrepreneur in today's society.

8. How appropriate did you feel the following activities were? Please explain.

	Very Appropriate	Appropriate	Not Appropriate	Explain
Curriculum inputs and methods	7	4		
Teacher's styles/ classroom climate	4	6	1	
Course revision	3	8		
Prospects and problems in course implementation	6	5		

9. Rate the following activities in terms of how well the activity helped prepare you to teach the course, "Introduction to Entrepreneurship."

	Useful	Somewhat Useful	Not Useful
Visit to Johnston Trailers	11		
Thematic Apperception Tests	5	6	
Games (e.g., Ringlens game)	11		
Visits by entrepreneurs	11		
Sub-group discussions	5	6	
Lectures	7	3	1
Films and discussions	9	2	
Panel presentation on Agency Assisting	9	2	

10. List the three most useful and the three least useful activities. Please be specific. For example, the film "The Success Story."

Most Useful

a. Visits by entrepreneurs - 10
b. Visit to Johnston Trailer - 7
c. Sub Group discussion - 4
d. Panel on agencies assisting - 2
e. Games - 5
f. Lectures - 1
g. Class room climate - 2
h. Films - 1

Least Useful

a. TAT's - 2
b. Games - 1
c. Film discussions - 2
d. Lectures - 4
e. Sub Group discussions - 4
f. Panel on agencies assisting - 2
g. Management theory - 4
h. Discussions - 2

11. Do you now feel adequately prepared to teach the introductory course on entrepreneurship (teaching and getting the assistance of the proper resource people)?

[8] Yes [2] Not Sure [1] No

Please explain your answer.

Yes

A. Information given was appropriate
Might develop - skills - in presentation
No problem in getting "necessary" participants

B. In as much as I already teach management and finance, and my students are oriented this way, I feel I could teach this course with the material presented.

C. I feel I have enough material and background from the workshop to do the job.

D. With proper resource people. However, I'm not sure they are available.

E. Would spend more time on skills and knowledge.

F. Coincides with a personal interest.

G. In discussions with my fellow workshop attendees I have been criticized for having a very positive approach. However, I feel little can be accomplished without it. Therefore, I feel that what I don't know, I can learn quickly as I teach it.

H. (no comment was made)

Not Sure

A. I would feel further study and organization of materials obtained would be necessary. Also, the problem of what order to present the subject matter.

B. I don't think our college will pay any attention to anything I have to say on the subject.

No

A. I don't have the necessary background in business, but I could assist someone or team teach.

12. Do you feel that you can teach this course in 40 hours of instruction?

[6] Yes [5] Not Sure [ ] No

Please explain and be as specific as possible.

Yes

A. My past experience and enthusiasm and "belief" in entrepreneurship!

B. Have to the problem of just 40 hours to do it in.

C. I could; but I probably won't, because of time restrictions and class differences. Cash-flow and break-even taught to students with no accounting vs. students with accounting is a different thing. Nonetheless, I intend to implement and support.

D. I feel I could teach the course with a few hours of thought and preparation of the available materials.

E. (no comment was made)

F. (no comment was made)

Not Sure

A. I find it difficult to answer this at the present time.

B. Going to mix for 11 weeks @ 4 hours a week.

C. I may, if students have some background in basic business and management methods.

D. It would depend on my timing of certain sections. Certain sections are so important that a week or two could be spread on each section.

E. (no comment was made)

13. For an introductory course on entrepreneurship, is there

1 too much curriculum content

5 the right amount of curriculum content

___ too little curriculum content

Please explain:

Too much curriculum content

A. I must evaluate certain units that are not appropriate - (possibly "too" deep).

B. I feel that we need all we have gotten because each class will need different things even though there is too much for any one class.

C. The panel including [illegible] might encourage a budding and anxious entrepreneur to "jump the gun" and lose his business. I believe that entrepreneurship in students should be carefully nurtured and given a kick at the right moment like an eagle out of the nest.

D. Course should be trimmed to teach the essentials that would be receptive to a range of young people whose group varies.

E. The course as it exists now is rather lengthy--perhaps some of the theory could be eliminated.

F. Students will have had marketing and management so will review and compare certain sub units.

G. Perhaps more than can be taught at the beginning level.

The right amount of curriculum content

A. Can easily expand into "how to do" areas.

B. Too many units--but units as entities seem about right.

C. It would depend on the methods used and level of students.

D. (no comment was made)

14. Were the lectures at an appropriate level for you?

3 too technical (e.g., Thematic Apperception Tests too technical for our use.)

8 just right

4 too elementary (e.g., Management Theory, Marketing)

15. Do you feel that all teachers would need in-service training (to attend a workshop) before teaching this course?

9 Yes

2 Maybe 1) for some teachers in some topics, 2) some instructors are "naturals" - just need a "little" input in specific areas.

___ No

16. What part(s) of the workshop was most helpful in preparing you to teach this course?

The organization; entrepreneurs' visits; the written curriculum materials; motivation; people; [illegible]; visits; lectures; group discussions; games; business game; field trip; most resource persons; curriculum development; financial records [illegible]; interacting with other participants; financial information; making it introductory in nature rather than the how to do

17. What part(s) of the workshop would you like to see changed?

A. Some of the highly academic terminology and rhetoric brought into the workshop.

B. None--good job overall.

C. I would like to see emphasis on the careful nurturing of the budding entrepreneur until the proper time--a matter of timing and its importance emphasized.

D. Less depth in marketing research--management, but for some it is necessary--know the backgrounds of your teachers, perhaps group them in technical areas.

E. I wish the workshop would have been more student centered. It needs structure, but perhaps the participants need to do more of the planning so that it meets specific individual and group goals.

F. More emphasis on financial reports and interpretation skills.

G. I would like to see more visits to entrepreneurs and have, by some means, an input from several who have failed, and why.

H. The length of time.

I. Add two evening sessions/week plus two evenings of outside work.

J. Time--not more than one "full" week.

18. Overall, how would you rate the workshop?

5 Excellent, the workshop held my interest.

6 Good, the workshop held my interest most of the time.

___ Poor, the workshop did not hold my interest.

19. Would you recommend a similar workshop for all teachers who wish to teach this course?

[X] Yes [ ] Not Sure [ ] No

Comments:*

Yes - by all

A. Yes, a must for any teacher planning to teach this subject to post-secondary students and institutions.

B. Two weeks long only.

C. With modifications suggested.

D. If the workshop was shorter in length. Three weeks is too long for most teachers.

E. Necessary to not waste or achieve but motivation traits.

F. I believe it is necessary.

G. Using normal schedule of course.

H. Shorter version.

20. Please list any further comments you may have on carrying the workshop.

A. Make work--Outdoor exhibition of "Time"

B. Late nite should be from 9:00 until 4.C with 50 minute meetings and 10 minute breaks.

C. The workshop was excellent, and the technique of presentation was very appropriate. I feel that it was as good a program as I have ever attended. I have learned a great deal.

D. Option--smoking or non-smoking roommate--controlled smoking in sessions--step up pace and pressure.

E. The college staff was extremely helpful and cooperative, the availability of materials such as handouts, books, films, and posters. Excellent facilities.

F. Older people tend to be more conservative, less an entrepreneur. Choose young--thinking teachers if possible.

G. Again, the people, places and things were of very high quality.

H. Entrepreneurship should grow in today's local, national and world economic situation and in the future.

I. Fantastic job--good luck and if you would like to see this in action it will be spring 1976. Thanks for helping us learn.

APPENDIX XI

List of Workshop Participants

	Name	School	Field
1.	Thomas Atkinson	Columbus Technical Institute	Home Economics
2.	Charles Beard	Springfield & Clark County Technical Institute	Distributive
3.	John Blair	Springfield & Clark County Technical Institute	Trade and Industrial
4.	Charles Crabtree	Springfield & Clark County Technical Institute	Trade and Industrial
5.	Robert Elmer	Cincinnati Technical College	Distributive
6.	Nancy Hultz	Muskingum Technical Institute	Home Economics
7.	Robert Mauger	Columbus Technical Institue	Business & Office
8.	Catherine Leedy	Sinclair College	Home Economics
9.	Charles Stock	Agricultural Technical Institute	Agriculture
10.	Eugene Welch	Springfield & Clark County Technical Institute	Agriculture
11.	Ruth Wilson	Marion Technical College	Distributive